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ABSTRACT

Evaluation of Head Start programs is approached through identification of interactions with families and communities to learn what effects the Head Start experiences have had on the children involved. As a result of earlier studies, measures were developed for social-emotional and family factors, as well as program characteristics. In 1966-67, the newly-established Evaluation and Research (E&R) Centers carried out the first full-year Head Start evaluation, using class samples representing extremes on important dimensions. In addition, for greater depth of measurement of cognition, social-emotional behavior, program, and family, the E&R Centers "clustered" to collect data for the 1967-68 study. To more clearly identify the factors relevant to child development, the 1968-69 evaluation used a different approach, that of "making things happen," in contrast to previous reliance on natural variation. Common core data were collected on at least 120 children 3 to 5 years of age, attending Head Start classes for the first time. The tests used to collect common core data, cluster data, and follow-up data for the 1967-68 and 1068-69 studies are identified and described in this paper. Also individually examined are evaluation studies by nine E&R Centers, designed to identify relevant dimensions of Head Start programs and to develop adequate measures of these. Data will be provided on what optimal child development programs can be, in contrast to other 1968-69 Head Start evaluation studies. (Author/NH)

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DESIGN AND MEASURES OF 1967-68 AND 1968-69 HEAD START E&R EVALUATION STUDIES

Head Start was conceived as a broad program for child development, responsive to and a point of interaction with the families and communities served. Part of the task of evaluating Head Start, therefore, is to describe the many and complex ways in which this opportunity has been shaped; it follows that there is no single measure of Head Start's success, unless this measure is the popularity of Head Start or the rapidity with which preschool child development programs have become part of educational and social policy. A primary question for evaluation is thus to identify interactions: what kinds of Head Start experiences are associated with what kinds of changes in what kinds of children. Do younger children show greater gains in sociability in highly structured "teacher"-centered classes while older children develop more rapidly in "child"-centered programs? Do children whose parents pariticipate in the day-to-day activities gain more academically while children whose parents do not gain more self-confidence? Do children who speak non-standard English do better in linguistically heterogeneous classes while children from ethnic minority groups advance more in homogeneous classes? Do children gain more in social or in cognitive areas when classes are integrated? These are some of the kinds of questions to which an interaction approach to evaluation is directed.

The implication for evaluation models of the diversity of Head Start has been clear since the first (1965) study. However; few measures were available in 1965 for social-emotional development, family factors or program characteristics. The subsequent evaluation studies have represented a steady effort in both instrumentation and design to reach increasingly unequivocal answers to the questions posed by the interaction model.

In 1966, 14 University-based Evaluation and Research Centers were established to provide a continuity of research on methods and measures and evaluation. The first E&R Center evaluation of full-Year Head Start Programs (1966-67) involved sampling classes which represented, in the opinion of the E&R Center Directors and Head Start Regional Offices, extremes on important demensions. The measures included the Stanford-Binet, the Preschool Inventory, a brief Family Interview, observers ratings (ORF) of teacher behavior considered relevant to child development, teacher ratings of the child's classroom behavior (CBI) and questionnaires describing staff and Center characteristics.

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The classes studied in the second E&R Center Full-Year evaluation (1967-68) were also selected as representing extremes on important dimensions; to obtain greater depth of measurement in the areas' of cognition, social-emotional behavior, program, and family E&R Centers "clustered" to collect data in addition to the common core measures. These common measures were the Stanford-Binet, the Social Interaction Observation (SIO), an extended family interview, Observations of Substantive Curriculum Input (OSCI), and questionnaires describing staff and Center characteristics.

The third Full-Year evaluation (1968-69) relied on "making things happen" in contrast to previous reliance on natural variation. This approach should provide clearer identification of what factors are relevant to child development so that a random sample design will be meaningful in later studies.

In the 1968-69 evaluation, all E&R Centers collected common core data on at least 120 children(after attrition). The children, all of whom will be in Head Start for the first time, were to range from 3 to 5 years of age. They were to be observed between the fourth and seventh week after they have enrolled and again after at least six months in the program. The sample classes were to be homogeneous as to age, either at the nursery or kindergarten level, and lack of previous Head Start experience.

The 1968-69 common core data included:

- the Stanford-Binet
- a modified Hertzig-Birch response style measure
- the Inventory of Factors Affecting the Stanford-Binet
- a revised Preschool Inventory
- the Animal House of the WPPSI
- the Gumpgookies
- an extended family interview
- a revised OSCI
- post-observation teacher rating scales
- a post teacher interview
- questionnaires on staff and Center characteristics

In addition to these measures, E&R Centers collected information appropriate to their evaluation study.

Nine Centers also collected pre and post height and weight data and finger blood samples. Follow-up studies of about 400 (1967-68) sample children were planned by five Centers. Both pre and post Head Start data were collected on these children; the extensive 1967-68 observations of their Head Start classroom experiences permit comparison of 1968-69 achievement in relation to types of Head Start programs. Where adequate control groups are available, follow-up data were also collected for non-Head Start samples.

The evaluation studies, like the measures, were related to the goals of Head Start. Each was an attempt to privide extreme variation in programs related to at least one of these goals.

- Community involvement in the sense of parent direction of the program was the focus of the Boston study.

- Hawaii/Southern studied parent pariticipation in the sense of educating parents to help their children when this is coordinated with a structured language development program.

- Language development as a consequence of packaged programs, supplements, teacher training and reward represented a maximum effort in the South Carolina-Tulane, Texas collaboration.

- Conceptual development was studied by Michigan State University, social-emotional development by Kansas University and also more indirectly by Bank Street College.

- Three studies related to more immediate problems are UCLA's investigation of teacher attitudes and goals, Temple's exploration of Head Start equipment and physical facilities, and Syracuses's review of teacher praise/blame communications.

These studies, described in more detail in the following section, do not attempt to provide descriptions of a representative sample of Head Start programs; the design rather is an approach to identifying what <u>are</u> the relevant dimensions and to developing adequate measures of these. In the context of other 1968-69 Head Start evaluation studies, this design provides data on what child development programs at their best can be and do while other investigations indicate what Head Start has been (Westinghouse Follow-Up Study; Community Impact Study) and is (Census Random Sample Study).

1968-69 INTERVENTION STUDIES: BOSTON UNIVERSITY (Dr. Frank Garfunkel)

Design:

What difference does parent and community involvement really make to children's development, to what happens in the Head Start classroom, to the program and to the parents? The Boston University E&R Center staff will be participant-observers in shaping the South End (SNAP) program through a partnership of community, CAP and University members, a partnership that has developed through many meetings during the past two years and is to be supported through special E&R funds.

Among the vehicles for this "comprehensive program for self-determination" are sustained feedback to the teachers and the community on the behavior of children and teachers in classroom situations. The success of the program is defined by (a) changes in teacher behavior which are reflected further in (b) changes in community behavior, which are in turn, reflected in (c) the behavior of children in classroom and test situations.

Dr. Garfunkel will compare what happens in this program with what happens in at least three other urban ghetto comparison situations. The specific comparison situation will be the Cambridge (Massachusetts) Head Start program where feedback mechanisms will be used without specific attention of the E&R Center to community involvement. The remaining two situations will be part of other E&R Center sample classes (1) where a pre-structured classroom program is made available to a Head Start Center without community participation in its development or particular efforts to involve the community and (2) where there is neither a special program in the classroom nor a high level of parent involvement.

In addition to collecting common core data, Dr. Garfunkel and his staff will report in considerable detail on parent and community process factors in all four groups.

Special Measures

Dr. Garfunkel's Classroom Behavior Scale (BR)

SYRACUSE UNIVERSITY (Dr. William Meyer)

Design:

The 1967-68 Head Start analysis indicated that with Negro teachers, Negro children showed substantial cognitive gains while White children gained equally well with Negro or White teachers. The Syracuse E&R Center will explore a high probability explanatory mechanism for this result: differential praise/blame communication by the teacher.

Syracuse observers will record the frequency of and occasion for praise/blame communication of Negro and White teachers to children in Head Start classes; analysis will include studies (1) of "ignored" and "spotlighted" behaviors by child sex, age, and ethnic group, and (2) of the relationship of these behaviors and the teacher's response to them to the child's social-emotional and cognitive development.

The Syracuse study will not attempt to "make something happen", it will rather record one aspect of that which occurs and relate this to both the common core measures and to measures of the child's self image.

Additional Measures:

Draw-A-Line Slowly Test
Praise-blame observation ratings
Child observation ratings
Adaptive Behavior Rating Scale

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TEMPLE UNIVERSITY (Dr. Alexander)

Design:

The opportunities and limitations imposed by variation in the physical environment are the focus of the Temple University study. Despite the belief that more toys and games are good and that some kinds are better than others, there are virtually no data to guide recommendations for the equipment available to the preschool child.

A recent survey by the Temple University staff revealed a generally sparse environment for stimulating intellectual development - for example: toy trucks, kitchen equipment, some crayons, much chalk, and some kinds of ploygound equipment. Half of a sample of such "sparse" classes will be provided with equipment believed to be relevant to certain selected important aspects of cognitive development. The extent to which the children actually use this added equipment will be recorded by observers and the combined factors of equipment and of accessibility will be related in the analyses to gains in the development of children in the "enriched" as contrasted to the "sparse" classes. Collection of parallel data on naturally occuring varion in equipment, facilities and utilization by all E&R Centers will provide still further information on the role of the physical environment in the development of Head Start children.

While Temple may be "making something happen", the evaluation study will not represent a major functional change in the Head Start program.

Additional Measures:

Preschool observation schedule
Teacher's Encouragement of Usage of Equipment & Supplies observation form
ITPA - Visual decoding
Visual motor sequencing
Auditory-vocal sequencing
Auditory decoding
WPPSI - Picture completion
Mazes
Geometric design

HAWAII UNIVERSITY (Dr. Dorothy Adkins)
SOUTHERN UNIVERSITY (Dr. Edward Johnson)

Design:

How can one develop the parents' skills as participants in child development? Dr. Adkins and Dr. Johnson will explore two approaches: training in techniques specific to a relatively detailed goal (language development) and a broad program to increase parents' competence in child-rearing. Interwoven in this study is a second question: What is the impact on the child's language, cognitive and social-emotional development of regualar task-structured small-group experience as contrasted to regualar but unfocused small-group experience? Still a third question is the effectiveness of the University of Hawaii Research Language Curriculum when taught by trained tutors instead of the regular classroom teacher for children with different, but relatively severe handicaps vis-a-vis "standard" English.

Dr. Adkins has, through previous Head Start contracts, developed and pilot-tested a structured language development program which was initially influenced by the approach of Bereiter and Englemann. Her staff has also pilot-tested a parallel parent program to coordinate and extend the language experiences in Head Start to those provided by the home. The comparison parent-program is also clearly structured but its objective is a broader understanding of aspects of child development and adjustment.

This collaborative study involves a direct supplement to the regular Head Start program for children and for parents.

Hawaii and Southern will collect common core data as well as measures specific to language development, and will also report on the success of the parent programs.

Additional Measures:

ITPA - Full test, 18 subtests

MICHIGAN STATE UNIVERSITY (Dr. Robert Boger)

Design:

Three basic cognitive ("knowing") functions are generally thought to be the bases upon which are built the conceptual ("abstracting") structures of thought. These functions are discrimination, attention, and classification. Both the verbal and non-verbal behaviors of many children from low-income families have been reported to reveal deficiencies in these functions. Dr. Irving Sigel of the Merril-Palmer School and Dr. Boger of Michigan State University have been studying ways to measure and to develop functions. The Michigan State University evaluation program will compare the development of three groups of children:

(1) those provided with classification, discrimination and attention "developing" experiences in a sequence derived from such theories as Piaget's

(2) those privided with the same experiences in a random sequence (a control for exposure to the materials per se), and

(3) those who have not had access to the materials and to regular training.

Head Start elegible teachers hired and trained by MSU will visit the sample classes daily to provide cognitive tutoring. This program also will involve a major supplement to the regular Head Start program.

The data will include the common core measures and instruments developed to reflect the child's cognitive skills. The study will speak directly to fundamental questions of the sequences and processes of cognitive development and the role of the environment in mediating this development.

Additional Measures:

Merril-Palmer Active pictures categorization test
BANTA - embedded figures test
Merril-Palmer - Active objects categorization test
Merril-Palmer Passive objects categorization test response variability test
BANTA - attention span test
Merril-Palmer - Passive pictures categorization test
SPPPSI subtests
Picture completion
Geometric design
Mazes
Block design

UNIVERSITY OF KANSAS (Dr. Russell Tyler)

Design:

Kansas is a Center with a techniques, behavior modification, that in the setting of the University Laboratory School, has been applied to shaping social responsiveness and a variety of pre-academic and self-care skills. Behavior modification substitutes desired for undesired responses; as a technique, which involves application of learning and reinforcement principles to elicit and sustain the desired responses. The power of this technique has been widely demonstrated.

During the past year, Dr. Tyler and his staff have conducted pilot studies with preschool children from middle-income and low-income families, studies which focus on modifying such undesirable social behaviors as hitting other children, throwing things, and shouting. The behavior to be modified is identified in a conference with the parent, the classroom teacher, and a K.U. staff member.

During 1968-69, Dr. Tyler and his staff will compare the social development of Head Start children in classes whose teachers receive behavior modification training with the socialization of children in comparison classes. This will involve a re-focusing of techniques, and objectives for the behavior modification classes; it will also provide the parent with a very direct input to the Head Start program as it affects her child.

Additional Measures:

None provided as yet

SOUTH CAROLINA, TEXAS AND TULANE (Dr. Myles Friedman)
(Dr. John Pierce-Jones)
(Dr. Shuell Jones)

Design:

This cluster of E&R Centers is collaborating in an ambitious evaluation study. Among the questions to which this study is directed are:

(1) How effective is the new packaged Buchanan Language Readiness Program for

(a) Standard English-speaking children and
(b) children who speak deep Southern, Mexican and Indian dialects

(2) How much can the effectiveness of this program be increased by teacher training? By intensive monitoring?

(3) How much can the effectiveness of the program be increased by a specially developed supplementary package designed both to deepen the child's skills in the areas identified by the "standard" Buchanan program and to broaden the experience by training in allied areas?

(4) How much can the effectiveness of this enriched program be further increased by introducing the powerful factor of tangible immediate reward for accomplishment and completion?

The cluster will collaborate in the collection of common core data and supplementary detailed measures of language development and in providing independent replications across a region including most of the Southern and Southwestern states. South Carolina has undertaken the development of the packaged supplementary program, of the teacher training program, of the special measures, and of the techniques for monitoring the in-class use of the materials. This study will directly involve pre-training and in-service training for Head Start teachers as well as a major addition to Head Start program. Independent analyses of the common core data (to be collated in the final report) will provide cross-checks on the conclusions from this study of a commercially available and increasingly widely adopted approach to language and reading readiness for preschool children.

Additional Measures:

ITPA (8 subtests)
Gates - McGinitie Reading Test - Readiness Skills (8 subtests)
Metropolitan Readiness Test (Form A)

UNIVERSITY OF CALIFORNIA AT LOS ANGELES (Dr. Stern)

Design:

On one level, Dr. Stern is exploring the integration of evaluation and "education" by providing much information to the teachers on the rationale and findings (in a general sense) of the full year evaluation as it proceeds. In practice, knowing what researchers consider important to observe in the classroom as evidence of child development should positively affect teacher's own values, hunches and goals and should also foster a cooperative attitude toward the sometimes cumbersome evaluation process.

Dr. Stern and her staff will compare two evaluation conditions: one in which little information is provided to the teacher and one in which there is considerable information given by UCLA on generally observed classroom practices, on individual teacher style and on each child's pre status and subsequent development. Changes in the teacher's educational goals and in her attitude toward evaluation will be recorded.

On another level, the UCLA study is consistent with a mounting concern for the context rather than the content of preschool programs, a context in which the teacher is supported in the development of clear objectives whatever they may be, in the evaluation of her own practices in the classroom, and in her accountability for the children's progress. The study thus may be regarded as teacher training in a broad sense although the medium will be exchange of information rather than monitoring and directing classroom activity. Dr. Stern and her staff will collect common core data, data relevant to the specific educational objectives of each class, and information on teacher goals and attitudes in high contact and comparison classes.

Additional Measures:

TATE Scale (Teacher Attitudes Toward Evaluation Attitudes)
TEACH Scale (Teacher Objectives and Goals)
UCCLS Alienation Scale

BANK STREET COLLEGE (Dr. Herbert Zimiles)

Design:

Bank Street College has long been regarded as the Center from which the child development approach has spread. The guidelines of this approach rely on the human responsive evnironment that developes into educational experiences the opportunities provide through curiosity, perceptiveness and needs of the child. A primary and essential task for the Head Start Center using this approach is thus to provide an atmosphere (and the patience) in which these characteristics can be expressed by the child.

Visitors to a Bank Street preschool program will see children working individually or in small groups, usually with an adult nearby ready to capitalize on whatever opening the children offer and will also see an environment rich in stimuli likely to evoke such "openings" rich in varied and readily accessible materials and in devices such as the use of symbols rather than letters to develop transistions from one cognitive level to another. Despite the apparent simplicity of this approach, teacher training is arduous and there are few Head Start Centers which exemplify the full spirit of Bank Street.

Dr. Zimiles and his staff plan an intensive study to contrast what happens in these classes with what happens in classes exemplifying the spirit of a structured, pre-academic approach. The study will explore both the general consequences for the children and the effectiveness of the program with regard to their differential objectives.

Additional Measures:

Functional category system for analysis of spontaneous inter-personal language of preschool children.

Cognitive aspects of young children's play
Kaleidoscopic situation
Matrix Test
Figure Drawing Test

DATA: 1968-69 FULL-YEAR HEAD START EVALUATION: E&R CENTERS

A. Evaluation common core data

1. Census forms, post

2. Stanford-Binet, pre and post: The Stanford-Binet reflects a complex of skills and attitudes, including the child's willingness to cooperate with the examiner, his comprehension of the instructions and tasks, and his general level of intellectual achievement. Stanford-Binet performance has frequently been reported to predict performance in school situations.

3. Inventory of Factors Affecting the Stanford-Binet, pre and post: The inventory is a rating scale completed by the examiner, describing attitudinal and emotional factors that might have contributed to the child's Binet performance. The Inventory (on one hand) provides and index to these general adjustment factors; it may also be useful in separating intellectual achievement from emotional adjustment.

4. Birch response-style measure, pre and post: The revised response style is a new (1968) measure, describing what a child does in response to the demands of such tests as the Binet. Is he work-oriented? Will he elaborate his response or give only a minimal answer? Does he cope by talking about something else? Running around the room? To the extent that tests provide somewhat difficult situations where the child must choose how to respond, the Birch should be a valuable index of cognitive maturity and coping styles.

5. Family interview, pre and post: The family interview provides three kinds of data: (a) demographic, such as mother's age and education, (b) behavioral, such as mother's participation in community and Head Start activities and child's response to common situations such as barking dogs, thunder storms, mother's going out, which provide some index of the child's emotional maturity at home; and (c) dynamic and process factors, such as mother's reported mode of control over the child, her aspirations and expectations for his development, and her attitudes of optimism, alienation, and hopelessness.

6. Sociometric Picture Play Board, mid and post: The Sociometric Picture Play Board, developed at Michigan State University, yields a "popularity" index in situations presumably meaningful to the child. The child chooses three out of five pictures of two-person situations, (for example, a see-saw) and then selects from pictures of his classmates, the person with whom he'd like to play on each of the three situations. Sociometric ratings have frequently been used to study group dynamics; the playboard offers a child oriented task through which these may be explored in preschool situations.

7. Class register forms: pre, during and post

8. Staff characteristics inventory: pre, during and post

9. Center facilities and characteristics inventory: pre and post

10. Classroom Observation of Substantive Curricular Input (OSCI): during (four times). The OSCI is a new technique for describing the Head Start experience. It records the on-going activities of the class, as seen by an observer, during sample days. The OSCI permits classification by such factors as: do teachers or children control the activities? What proportion of the time is spent in free play? In activities developing small muscle skills? On activities developing language skills? In whole-group activities? In small groups? The measure speaks directly to the relationship of Head Start experiences and child development.

11. Post-observation Inventory, during - (five times). The newly developed POI is an observer scale in the style of the ORF. ORF items found to be most reliable and predictive of child development are included in this measure; also included are (a) criterion items for the evaluation studies of some E&R Centers and (b) other items designed to reflect teacher/classroom factors of presumed importance for child development.

12. Teacher interview, post: The Interview to be completed after the evaluation study was developed solely to provide an index of the extent to which some E&R Centers' systematic "making things happen" occured "spontaneously" in other E&R Centers' samples. As such, it provides an inventory of program factors (curriculum, teacher training and attitudes, parent participation) hypothesized by the Centers to facilitate the success of Head Start.

13. Administrative Checklist, post: The Tulane Administrative Checklist is completed after the evaluation program by the classroom teacher. It describes the administrative decisions which structure a full Head Start year, from child recruitment to writing final reports. Two questions are asked: Was this done, and if so, who participated in making the decision? The Checklist should tell us breadth participation in administering the Head Start programs (e.g., are the decisions seen as imposed on teachers? To waht extent are parents seen as participants in decision-making)?

14. Revised Preschool Inventory (PSI) pre and post: The PSI was developed as a criterion measure for Head Start to reflect achievement in four areas though directly related to school achievement; social-emotional responsiveness, verbal fluency, numberical or quantitative reasoning, and perceptual-motor development.

15. Animal House of the WPPSI, pre and post

16. Gumpgookies, pre and post: The Hawaii-developed Gumpgookies is a new measure of achievement motivation for preschool children. It

involves a projective technique, in which the child indicates which of two figures is "his gumpgookie". For example, the Gumpgookie going out to play or the Gumpgookie finishing the picture. Achievement motivation is thought to be a sine qua non for school success. The concpt, and ways of measuring it have stimulated considerable research and theory for adolescents and adults; the Gumpgookies may be a "breakthrough" in measurement for young children.

17. Height, weight, blood sample, pre and post. (Ten E&R Centers only)

B. Follow-up study (March-April, Five E&R Centers only)

1. SISC (First grade) or WPPSI (KG): The WISC and WPPSI, like the Binet, at least partially, reflect general intellectual development. Unlike the Binet, but like the PSI, they provide estimates of achievement in several different areas.

2. Modified Hertzig-Birch response style

3. Gumpgookies

4. Class register

5. Teacher, classroom and school characteristics interview and schedule forms.

DATA: 1967-68 FULL YEAR HEAD START EVALUATION: E&R CENTERS

A. Common Core Data

1. Census Forms (descriptive and demographic data on staff, Center, classroom and families)

2. Stanford-Binet, pre and post: The Stanford-Binet reflects a complex of skills and attitudes, including the child's willingness to cooperate with the examiner, his comprehension of the instructions and tasks and his general level of intellectual achievement. Stanford-Binet performance has frequently been reported to predict performance in school situations.

3. Inventory of factors affecting the Stanford-Binet, pre and post:

   The Inventory is a rating scale completed by the examiner, describing attitudinal and emotional factors that might have contributed to the child's Binet performance. The Inventory (on the one hand) provides an index of these general adjustment factors; it may also be useful in separating the intellectual achievement from the emotional adjustment components of Binet performance.

4. Social Interaction Observation Procedure (SIOP), pre and post:

   The SIOP, developed by Kansas University, provides a way of describing the frequency, duration, and "level" of a child's social interaction with adults and other children, as contrasted to how other people interpret or summarize his behavior. It records actual behavior during free play situations, what the child does: does he initiate social contacts? Is he only a respondant? Does he participate more in adult or in peer interaction? These and other questions can be answered by analyses of the SIOP records. The measure speaks directly to the social development of Head Start children.

5. Family Interview, pre and post: The Family Interview provides three kinds of data: (a) demographic, such as mother's age and education, (b) behavioral, such as mother's participation in community and Head Start activities and child's response to common situations such as barking dogs, thunder storms, mother's going out, which provide some index of the child's emotional maturity at home' and (c) dynamic and process factors, such as mother's reported mode of control over the child, her aspirations and expectations for his development, and her attitudes of optimism, alienation, and hopelessness.

6. Class Register Forms, pre

7. Staff characteristics Forms, pre

8. Observation of Substantive Curricular Input (OSCI), during: The OSCI is a new technique developed by UCLA to describe the Head Start experience. It records the on-going activities of the class, as seen by an observer, during sample days. The OSCI will permit classification by such factors as: do teachers or children control activities?

What proportion of the time is spent in free play? In activities developing small muscle skills? On activities developing language skills? In whole-group activities? In small groups? The measure will speak directly to the relationship of Head Start experiences and child development.

B. Cluster Data (for about 50 children in each E&R Center)

I. Social-emotional: Temple, Chicago, Kansas, MSU

1. Mother-child tasks: The Shipman-Hess mother-child tasks provide an opportunity to evaluate the mother as a teacher: For example, the initiative she takes in structuring the situation of her child in contrast to letting him struggle along and the kind of reinforcement she uses (does she only say "That's wrong")? Mother teaching style has been found to predict school achievement and may provide an index of a possible very important dynamic in the child's response to Head Start.

2. Sociometric Picture Play Board: The Sociometric Picture Play Board developed at Michigan State University yields a "popularity" index in situations presumably meaningful to the child. The child chooses five out of ten pictures of two-person situations, for example (a see-saw) and then selects from pictures of his classmates the person with whom he'd like to play on each of the five situations. Sociometric ratings have frequently been used to study group dynamics; the playboard offers a "child oriented" task through which these may be explored in preschool situations.

3. Mid-year SIOP

4. Brown Self-concept Task: The Brown involves the child's choice of one of two adjectives, e.g., "happy-sad" as "most like" as a picture of himself. Brown ratings provide estimates of how the child sees himself, how he thinks his teacher values him, and how he thinks other children value him. Presumably, the child who has a positive self image, and sees himself as accepted and liked, has gained in contrast to children who see themselves as weak, rejected and disliked.

II. Curriculum I: UCLA, Texas, Southern, Tulane

1. Individual child OSCI

2. ORF (teacher/aide classroom behavior): The ORF developed at the University of Texas, is a rating scale designed to reflect dimensions of teacher behavior, expected on the basis of theory and research, to be important for child development. Some of the dimensions are the teacher as a model, the teacher's attitude of respect for individual dignity, her perceptiveness of individual differences, and how a wide and flexible repertoire she has for dealing with emotional and learning situations.

III. Curriculum II: Boston, Syracuse

1. Classroom observation of teacher, child

(1967-68)

IV. Cognitive I: Hawaii and Bank Street

1. Sigel Picture Categorization Test

2. Pictorial Test of Intelligence - immediate recall

3. WPPSI - Animal House: The SPPSI is, like the Binet, a complex measure reflecting at least partially intellectual achievement. It differs from the Binet in providing estimates of several kinds of intellectual functioning. The Animal House, for example, is a "new learning" situation for many children; the Block Design reflects both skill in perceptual organization and in reasoning; sentences require immediate recall.

4. WPPSI - Picture Completion

5. WPPSI - Mazes

6. WPPSI - Geometric Designs

7. WPPSI - Block Designs

8. WPPSI - Sentences (Bank Street only)

9. ITPA - Auditory Vocal sequencing: The ITPA is a differentiated measure of three basic aspects of linguistic functioning: decoding or comprehension of visual and auditory input; association: and encoding or communication in verbal and motoric fashions. It has been found to be sensitive to differences within individuals and thus useful as a diagnostic and across cultural and economic groups, and is becoming widely used as a criterion in studies of language development.

10. ITPA - Visual-motor sequencing

11. Leiter - III-3 Picture completion
IV-3 Counts four
IV-4 Form, color, number
~~IV-4 Form, color, number~~
V-1 Genus
V-3 Clothing

The Leiter is a "performance" measure of general intellectual achievement that requires some decoding of instructions, but motoric, rather than verbal encoding of response. It is expected, therefore, to be more "culture fair" than tests such as the Binet when culture is related to verbal articulation and fluency.

V. Cognitive II: Columbia and South Carolina

1. Abbreviated Caldwell-Soule Preschool Inventory (PSI): The PSI was developed as a criterion measure for Head Start to reflect achievement in four areas thought directly related to school ~~achievement: social-emotional~~ responsiveness, ~~verbal fluency~~, numerical or quantitative reasoning, and perceptual-motor development.

2. ITPA - Motor encoding

3. ITPA - Vocal encoding

4. Draw-a-line: inches per .01 minute (Moss, Maccoby)

5. WPPSI - Information

6. WPPSI - Animal House

7. WPPSI - Mazes

8. WPPSI - Geometric design

9. WPPSI - Block design

10. ITPA - Form discrimination

11. Draw-A-Man: The Draw-A-Man test is a widely used index of general intellectual development; it seems associated with observation by the child of human characteristics, ability to use specific cues offered by the tester-as-a-model, and persistence in completing tasks, as well as eye-hand coordination.

12. Leiter - IV-1 Form and color
IV-2 Eight forms
IV-4 Form, color, number
V-2 Two color circle
V-4 Block Design

END

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